



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2011-2012:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2012-2013 NCLB Report Card

School: Fruit Street School

SAU: Bangor School Department

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# 2012-2013 NCLB Report Card



**School:** Fruit Street School  
**SAU:** Bangor School Department  
**Grade:** 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	90	90	100	86	76	70	27	59	13	1	90	0	0
	2011-2012	67	65	97	86	82	72	23	63	11	3	65	0	0
Female	2010-2011	44	44	100	86	79	74	27	59	11	2			
	2011-2012	32	31	97	81	85	77	23	58	16	3			
Male	2010-2011	46	46	100	85	73	66	26	59	15	<1			
	2011-2012	35	34	97	91	78	68	24	68	6	3			
Caucasian/White	2010-2011	81	81	100	86	76	71	23	63	12	1			
	2011-2012	57	55	96	91	83	73	27	64	5	4			
African American/Black	2010-2011	3	3	100			43							
	2011-2012	5	5	100			47							
Hispanic	2010-2011	2	2	100			60							
	2011-2012	1	1	100			65							
Asian or Pacific Islander	2010-2011	2	2	100			69							
	2011-2012	1	1	100			77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	1	1	100			65							
Economically Disadvantaged	2010-2011	32	32	100	72	67	58	19	53	25	3			
	2011-2012	22	22	100	73	73	62	14	59	23	5			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	15	15	100	60	38	34	<1	60	40	<1			
	2011-2012	10	8	80		52	36							
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	0	0				47							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2012-2013 NCLB Report Card



**School:** Fruit Street School  
**SAU:** Bangor School Department  
**Grade:** 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	90	90	100	78	72	61	29	49	18	4	90	0
	2011-2012	67	65	97	63	72	64	18	45	28	9	65	0
Female	2010-2011	44	44	100	80	73	59	30	50	16	5		
	2011-2012	32	31	97	55	70	63	6	48	29	16		
Male	2010-2011	46	46	100	76	71	64	28	48	20	4		
	2011-2012	35	34	97	71	73	65	29	41	26	3		
Caucasian/White	2010-2011	81	81	100	78	71	63	27	51	17	5		
	2011-2012	57	55	96	67	74	65	20	47	25	7		
African American/Black	2010-2011	3	3	100			30						
	2011-2012	5	5	100			38						
Hispanic	2010-2011	2	2	100			49						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	2	2	100			64						
	2011-2012	1	1	100			70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	1	1	100			54						
Economically Disadvantaged	2010-2011	32	32	100	59	59	49	13	47	31	9		
	2011-2012	22	22	100	45	63	52	14	32	32	23		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	15	15	100	27	36	35	7	20	60	13		
	2011-2012	10	8	80		45	35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	0	0				36						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2012-2013 NCLB Report Card



**School:** Fruit Street School  
**SAU:** Bangor School Department  
**Grade:** 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	97	E: 100 M: 99	E: 99 M: 99	85	E: 80 M: 80	E: 70 M: 73	97	E: 99 M: 99	E: 99 M: 99	70	E: 72 M: 70	E: 65 M: 62	96	95	95
Caucasian/White	96	E: 100 M: 99	E: 100 M: 99	86	E: 81 M: 80	E: 71 M: 74	96	E: 99 M: 99	E: 99 M: 99	71	E: 73 M: 70	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: 74	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: 48	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	*	E: 100 M: 98	E: 99 M: 99	69	E: 71 M: 70	E: 60 M: 62	*	E: 100 M: 98	E: 99 M: 99	48	E: 62 M: 59	E: 52 M: 48			
Students with Disabilities	*	E: 99 M: 97	E: 98 M: 98	29	E: 48 M: 54	E: 34 M: 34	*	E: 98 M: 96	E: 98 M: 98	19	E: 42 M: 41	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2012-2013 NCLB Report Card



**School:** Fruit Street School  
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## Maine Teacher Quality Data

	Part I: Professional Qualifications					
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	7	2	11	2	1	0

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.